



PENNSYLVANIA INSTITUTE FOR  
INSTRUCTIONAL COACHING  
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INSTRUCTIONAL COACHING  
RESOURCE GUIDE  
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## What are typical “behaviors” of the BDA cycle of coaching when coaches and teachers meet?

BEFORE	
If the desired cognitive process is to:	Then the coach might ask:
<b>Describe</b> (State the purpose of the lesson.) <ul style="list-style-type: none"> <li>Coach and teacher collaborate on the goals, format, activities and materials for the proposed lesson.</li> </ul>	What outcomes do you have in mind for your lesson today?
<b>Envision</b> (Translate the lesson purposes into descriptions of desirable, observable student behaviors.) <ul style="list-style-type: none"> <li>What strategies/practices will you (teacher) implement to meet the goals of your lesson?</li> <li>What will student engagement look like during this lesson?</li> <li>How will you know if your expectations are being met?</li> <li>What do you want/expect students to know when they leave your class today?</li> </ul>	As you envision this lesson, what do you see yourself doing to produce those student outcomes?
<b>Self-Assess</b> (Identify the benchmarks for determining student success.) <ul style="list-style-type: none"> <li>How will you know that you and your students are “on the same page”?</li> </ul>	What will you see students doing or hear them saying that indicates your explicit expectations and clear directions are being met?
<b>Describe</b> (Depict the data-collecting role of the observer.) <ul style="list-style-type: none"> <li>Coach and teacher agree on the data collection.</li> </ul>	What do you want me to look for and give you feedback about while I am in your classroom?
DURING	
<b>Metacognition</b> (Teacher needs to be aware of and monitor his/her own thinking during the lesson.) <ul style="list-style-type: none"> <li>Teacher needs to be proactive and shift teaching strategies if students are not meeting the expectations.</li> </ul>	What were you thinking when you decided to change the design of the lesson? What were you aware of that students were doing that signaled you to change the format of the lesson?
<b>Infer from Data</b> (Draw hypotheses and explanations from the data provided.)	What inferences might you draw from these data?
<b>Inquiry</b> (Teacher might ask students what would make it easier for them to understand the lesson.)	What did the students say? How can you learn from what the students offered?

Charts adapted from: Costa, Arthur L., and Garmston, Robert J. Cognitive Coaching: A Foundation for Renaissance Schools. Norwood, Massachusetts: Christopher-Gordon, Inc., 2002. 398-399



AFTER	
<b>Assess</b> (Express feelings about the lesson)	As you reflect on your lesson, how do you feel it went?
<b>Recall and Relate</b> (Recollect student behaviors observed during the lesson to support those feelings.)	What did you see students doing (or hear them saying) that made you feel that way?
<b>Recall</b> (Recollect their own behavior during the lesson.)	What do you recall about your own behavior during the lesson?
<b>Compare</b> (Draw a comparison between student behavior performed with student behavior desired.)	How did what you observed compare with what you planned?
<b>Draw Conclusions</b> (Assess the attainment of the lesson goals.)	As you reflect on the goals for this lesson, what can you say about your students' achievement of them?
<b>Analyze</b> (Examine why the student behaviors were or were not achieved.)	What hunches do you have to explain why some student s performed as you had hoped while others did not?
<b>Synthesize</b> (Make meaning from analysis of the lesson.)	As you reflect on this discussion, what big ideas or insights are you discovering?
<b>Self-Assess</b> (Construct personal learnings.)	What personal learnings did you gain from this experience?
<b>Apply</b> (Prescribe alternative teaching strategies, behaviors or conditions.)	As you plan future lessons, what insights have you developed that might be carried forth to the next lesson or other lessons?
<b>Evaluate</b> (Give feedback about the effects of this coaching session and how this session helps you move forward with your teaching.)	As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn't) do that was of benefit to you? What assisted you? What could I do differently in future coaching sessions?